Roman Catholic Diocese of Harrisburg

Art Curriculum

Kindergarten through 8th grade

Revised 2023

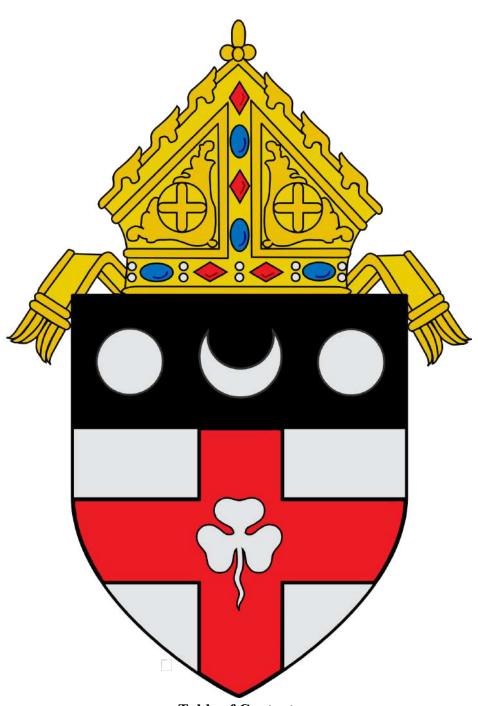


Table of Contents

•	Curriculum "quick look" checklist	Page 3-5
•	Kindergarten detailed curriculum and sign off sheets	-Page 6-8
•	Grade 1 detailed curriculum and sign off sheets	-Page 9-11
•	Grade 2 detailed curriculum and sign off sheets	-Page 12-14
•	Grade 3 detailed curriculum and sign off sheets	-Page 15-17
•	Grade 4 detailed curriculum and sign off sheets	-Page 18-21
•	Grade 5 detailed curriculum and sign off sheets	- Page 22-26
•	Grade 6 detailed curriculum and sign off sheets	- Page 27-31
•	Grade 7 detailed curriculum and sign off sheets	- Page 32-36
•	Grade 8 detailed curriculum and sign off sheets	- Page 37-41
•	Resources and more	Page 42

	State Standard 9.1A - Know and use the elements and principles of each art form to create works in the arts								
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Elements o	of Art								•
Line	X	X	x	x	x	x	x	x	x
Shape	X	X	X	X	X	X	X	X	X
Color	X	x	X	X	X	X	X	X	X
Value	X	x	X	X	X	X	X	X	X
Space	x	x	X	X	X	X	X	X	X
Form	x	x	x	x	x	x	x	x	X
Texture	x	x	x	x	x	x	x	x	X
Principles	of Art								•
Balance									
Movemen t	X	X	X	X	X	X	X	X	X
Unity	x	x	X	X	X	X	X	X	X
Contrast						X	x	X	X
Pattern	x	x	x						
Emphasis					x	x	x	x	x
Rhythm									

State Standard 9.1.J Apply traditional and contemporary technologies for producing, performing, and exhibiting works in the arts or the works of others.

Paint				

Draw								
Craft/Folk Art	x	X	X	X				
Fiber Art	X	X	X			X		
Sculpt								
Printmake	X	X	X				X	
Multimedia	X	X	X	X	X	X	X	X
Computer Generated								
State Standard 9. through a perform	.1.D Des	cribe and r	use knowlo n of a uniq	edge of a s ue work.	pecific styl	le within e	ach art for	·m
Demonstrate kno	wledge o	f at least t	wo styles o	of art				
Art Nouveau								
Avant-garde								
Baroque								
Classicism								
Constructivism	X	X	X	X				
Cubism	X			X				
Dada / Dadaism								
Expressionism								
Fauvism								
Futurism								
Impressionism								
Installation Art		x		X				
Land Art / Earth Art	x	x	x	x	X	x	x	X

Minimalism								
Pointillism								
Pop Art	X	X	X	X	X	X	X	X
Rococo								
Surrealism						X		
Suprematism								
Modern								
Contemporary								
Other								
State Standard 9	.2 Histor	rical and C	Cultural Co	ontext.				
Describe historic	cal era an	ıd geogra	phic area a	erts and us	e techniqu	ies in their	own work	K
Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
	X	X	X	X	X	X	X	X
Identify, Describe, and Analyze various works of art.								
Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
	X	X	X	X	x	x	x	X

Kindergarten

Media/Skills	Learning Objectives	Content	Standards (PA)	Standards (National Core Visual Art)	Date Assessed
PAINTING Transparent watercolors –	A. Know and use the elements and	•Know the difference between art	9.1 Production, Performance,	VA:Cr1.1.Ka Engage in exploration and	0.16.0.19.00
techniques wet on wet	principles to create original	materials, techniques,	and Exhibition:	imaginative play with materials.	9/6-8/2022
dry brush Opaque	works in the visual arts	and processes used in	The goals for this area focus	VA:Cr1.2.Ka	
tempera	field.	creating the visual arts.	on the manipulative	Engage collaboratively in	
Brushes, Tools,	B. Develop		skills and	creative art-making	
Equipment	the ability to	• Describe	conceptual	in response to an	
correct use	produce,	how different	understanding	artistic problem.	
correct care correct storage	review and revise original	materials and techniques can	to be achieved by the learners	VA:Cr2.1.Ka	
Color mixing	works in the	cause different	in order to	Through	
Style of paint	field of visual	outcomes or	produce,	experimentation,	
application	arts.	responses.	perform, and	build skills in	
11			exhibit their	various media and	
Weaving Process	C. Develop	• Use	own works in	approaches to	
paper strands	vocabulary	different	the arts.	artmaking.	9/13-15/2022
terminology	specific to	media,		YA CAAY	
PRINTMAKING	visual arts	techniques,	9.2 Historical	VA:Cr2.2.Ka	
Stamping/Stencilin	production, history,	and processes to	and Cultural Contexts:	Identify safe and non-toxic art	
g g	culture,	communicate.	Historical and	materials, tools, and	
Mono-print	criticism and		Cultural	equipment.	9/6-8/2022
texture rubbing	aesthetics.	• Use art	Contexts: The	- 1. F	
		materials and	goals for this	VA:Cr2.3.Ka	
SCULPTURE	D. Develop	tools in a safe	area focus on	Create art that	
Molding	knowledge of	and	the skills and	represents natural	
Construction	visual arts	responsible	knowledge to	and constructed	
paper (curl, fold,	styles through	manner.	be achieved	environments.	
score, glue, fringe) cardboard (cut,	performance or exhibition	Recognize	by the learners that are	VA:Cr3.1.Ka	
glue)	of unique	the	needed to	Explain the process	
grac)	works.	organization	identify,	of making art while	
COLLAGE/MONT		of ideas in the	compare,	creating.	9/6-8/2022
AGE	E. Develop	production of	contrast, and		
Cut/tear	ability to	art	analyze works	VA:Pr4.1.Ka	
Papers	communicate		in the arts in	Select art objects for	
	ideas, points	. • Understand	their historical	personal portfolio	
CLAV DODIEC	of view,	"Art" as a	and cultural	and display,	
CLAY BODIES Manipulate to	emotions, or actions	form of expression	context. Effort should be	explaining why they were chosen.	
create form	through visual	and visual	made to	word diluseii.	
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Pinch	arts.	statement.	coordinate	VA:Pr5.1.Ka	
			with district's	Explain the purpose	
	F. Develop	 Understand 	social studies,	of a portfolio or	
CRAFTS/FOLK	ability to	specific	literature, and	collection.	
ARTS	explain and	content in	other curricula		
Decorative arts	analyze the	works of art.	when possible	VA:Pr6.1.Ka	
lettering	artwork of		•	Explain what an art	
stamping/stenciling/	others and	• Use	9.3 Critical	museum is and	
incising	things that	symbols,	Response:	distinguish how an	
painting/printing	influenced it.	subject matter,	The goals for	art museum is	
montage/collage		and ideas to	this area focus	different from other	
montage/contage	G. Develop an	communicate	on the skills	buildings.	
	understanding	meaning in	and	ounumgs.	
	of and	their artwork.	knowledge to	VA:Re7.1.Ka	
	appreciation	then artwork.	be achieved	Identify uses of art	
	for the	Know that	by the learners	within one's	
					11/1 2/2022
	necessity of	the visual arts	that are	personal	11/1-3/2022
	practice and	have a history	needed to	environment.	
	rehearsal.	and specific	examine,	*** ** ***	
		relationships	analyze,	VA:Re7.2.Ka	
	H. Use	to different	interpret, and	Describe what an	
	materials,	cultures.	evaluate	image represents.	
	equipment and		works in the		
	tools	• Be able to	arts. Emphasis	VA:Re8.1.Ka	
	effectively	identify	should be	Interpret art by	
	and safely in	specific works	placed on	identifying subject	
	the production	of art as	developing	matter and	
	of works of	belonging to a	various	describing relevant	
	art.	particular	processes of	details.	
		culture, time,	critical		
		or place.	analysis that	VA:Re9.1.Ka	
	I. Develop an	•	will allow the	Explain reasons for	
	appreciation	Understand	learner to	selecting a preferred	
	for arts events	there are	interpret	artwork.	
	in the school,	different	meaning(s) of		
	local	reasons and	a work of art.	VA:Cn10.1.Ka	
	community,	purposes for		Create art that tells a	
	and state	creating visual	9.4 Aesthetic	story about a life	
	regions.	art.	Response:	experience.	
	13810115.		The goals for	inperiones.	
	J. Develop	Understand	this area focus	VA:Cn11.1.Ka	
	skills in the	similarities	on the skills	Identify the purpose	
	use of	and	and	of an artwork.	11/1-3/2022
	traditional and	differences	knowledge to	or an artwork.	11/1-J/4U44
		between the	be achieved		
	contemporary	visual arts and			
	technologies		by the learners		
	for work in	other art	that are		
	the arts.	disciplines.	needed to		
	V E		investigate the		
	K. Further		philosophical		
<u> </u>	•	•			

Media/Skills	Learning Objectives	Content	Standards (PA)	Standards (National Core Visual Art)	Date Assessed
PAINTING Transparent watercolors – techniques	A. Know and use the elements and principles to	Primary, Secondary, warm and cool colors.	9.1 Production, Performance, and	VA:Cr1.1.1a Engage collaboratively in exploration and	
wet on wet dry brush	create original works in the	Forms and	Exhibition: The goals for	imaginative play with materials.	9/6-8/2022
Opaque tempera	visual arts field.	shapes such as Geometric, Square,	this area focus on the manipulative	VA:Cr1.2.1a Use observation and	
Brushes, Tools, Equipment	B. Develop the ability to	Circle, Oval, Rectangle,	skills and conceptual	investigation in preparation for	
correct use correct care correct storage	produce, review and revise original	Triangle, Diamond.	understanding to be achieved by the learners	making a work of art.	9/6-8/2022
Color mixing Style of paint application	works in the field of visual arts.	Contour and Directional lines.	in order to produce, perform, and exhibit their	VA:Cr2.1.1a Explore uses of materials and tools to create works of	
Weaving Process paper strands	C. Develop vocabulary	Actual/Real Space, Linear	own works in the arts.	art or design	
terminology	specific to visual arts	Space, Positive	9.2 Historical	VA:Cr2.2.1a Demonstrate safe	9/13-15/2022
PRINTMAKING Stamping/Stencilin g Mono-print	production, history, culture, criticism and	Space, Negative Space.	and Cultural Contexts: Historical and Cultural	and proper procedures for using materials, tools, and equipment while	
texture rubbing SCULPTURE	aesthetics. D. Develop	Actual/Real Texture. Rubbings or	Contexts: The goals for this area focus on	making art. VA:Cr2.3.1a	
Molding Construction	knowledge of visual arts	"frottage". Value:	the skills and knowledge to be achieved	Identify and classify uses of everyday	
paper (curl, fold, score, glue, fringe) cardboard (cut,	styles through performance or exhibition	Contrast.	by the learners that are	objects through drawings, diagrams, sculptures, or other	
glue) COLLAGE/MONT	of unique works.	Balance/Sym metry.	needed to identify, compare,	visual means. VA:Cr3.1.1a	
AGE Cut/tear	E. Develop ability to	Natural Proportion/Sc	contrast, and analyze works	Use art vocabulary to describe choices	0/20 22/2022
Papers	communicate ideas, points of view,	ale. Repetition/	in the arts in their historical and cultural	while creating art. VA:Pr4.1.1a	9/20-22/2022
CLAY BODIES Manipulate to create form	emotions, or actions through visual	Patterns: random and planned.	context. Effort should be made to	Explain why some objects, artifacts, and artwork are	
Pinch	arts.		coordinate	valued over others	

		X7' 1	1		
		Visual	with district's		
	F. Develop	Unity/Harmon	social studies,	VA:Pr5.1.1a	
CRAFTS/FOLK	ability to	у.	literature, and	Ask and answer	
ARTS	explain and		other curricula	questions such as	
Decorative arts	analyze the	Combine a	when possible	where, when, why,	
lettering	artwork of	variety of		and how artwork	
stamping/stenciling/	others and	elements and	9.3 Critical	should be prepared	
incising	things that	principles of	Response:	for presentation or	
painting/printing	influenced it.	art and	The goals for	preservation.	
montage/collage		evaluate own	this area focus		
	G. Develop an	artwork.	on the skills	VA:Pr6.1.1a	
	understanding		and	Identify the roles	
	of and	Recognize and	knowledge to	and responsibilities	
	appreciation	use	be achieved	of people who work	
	for the	fundamental	by the learners	in and visit	
	necessity of	vocabulary.	that are	museums and other	
	practice and	vocabalary.	needed to	art venues.	
	rehearsal.	Use	examine,	art venues.	
	Tenearsar.	knowledge of	analyze,	VA:Re.7.1.1a	
	H. Use	varied styles	interpret, and	Select and describe	
	materials,	in	evaluate	works of art that	
	equipment and	performance	works in the	illustrate daily life	
	tools	or exhibit.			
		or exhibit.	arts. Emphasis should be	experiences of one's self and others.	
	effectively	D		sen and others.	
	and safely in	Describe and	placed on	WAR AAA	
	the production	use	developing	VA:Re.7.2.1a	
	of works of	knowledge of	various	Compare images	
	art.	a specific	processes of	that represent the	
		style in	critical	same subject.	
		display or art	analysis that	*** ** 0.4.4	
	I. Develop an	work.	will allow the	VA:Re8.1.1a	
	appreciation		learner to	Interpret art by	
	for arts events	Create	interpret	categorizing subject	
	in the school,	Artwork to	meaning(s) of	matter and	
	local	Define an	a work of art.	identifying the	
	community,	object		characteristics of	
	and state		9.4 Aesthetic	form.	
	regions.	Express	Response:		
		emotion	The goals for	VA:Re9.1.1a	
	J. Develop	Illustrate an	this area focus	Classify artwork	
	skills in the	action Relate	on the skills	based on different	
	use of	an experience.	and	reasons for	9/27-29/2022
	traditional and]	knowledge to	preferences.	
	contemporary	Identify works	be achieved	_	
	technologies	of other	by the learners	VA:Cn10.1.1a	
	for work in	artists,	that are	Understand that	
	the arts.	recognize	needed to	people from	
		differences,	investigate the	different places and	
	K. Further	Identify	philosophical	times have made art	
	appreciation	proper	aspects of	for a variety of	
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of the arts through use of traditional and contemporary technologies.	storage.	work in the arts. The learner explores personal and historical definitions of art and art's varied purposes. Emphasis should be placed on examining how aesthetic choices impact the intended and/or interpreted meanings	reasons.	

Grade 2

Media/Skills	Learning Objectives	Content	Standards (PA)	Standards (National Core Visual Art)	Date Assessed
PAINTING Transparent	A. Know and use the	Color Primary	9.1 Production,	VA:Cr1.1.2a Brainstorm	
watercolors –	elements and	Secondary	Performance,	collaboratively	
techniques	principles to	Intermediate	and	multiple approaches	
wet on wet	create original	Warm/Cool	Exhibition:	to an art or design	
dry brush	works in the		The goals for	problem.	
Opaque	visual arts	Form/Shape	this area focus		
tempera	field.	Geometric	on the	VA:Cr1.2.2a Make	
		Square	manipulative	art or design with	
Brushes, Tools,	B. Develop	Circle	skills and	various materials	
Equipment	the ability to	Oval	conceptual	and tools to explore	
correct use	produce,	Rectangle	understanding	personal interests,	
correct care	review and	Triangle	to be achieved	questions, and	
correct storage	revise original	Diamond	by the learners	curiosity.	
Color mixing	works in the	Biomorphic or	in order to		
Style of paint	field of visual	natural	produce,	VA:Cr2.1.2a	
application	arts.	2	perform, and	Experiment with	
. D		dimensional/3	exhibit their	various materials	
Weaving Process	C. Develop	dimensional	own works in	and tools to explore	0/6/0/2022
paper strands	vocabulary	τ.	the arts.	personal interests in	9/6-8/2022
terminology	specific to	Line	0.2 11:-4:1	a work of art or	
DDINITMARING	visual arts	Contour	9.2 Historical	design.	
PRINTMAKING	production,	Directional	and Cultural Contexts:	VA:Cr2.2.2a	
Stamping/Stencilin	history, culture,	Space	Historical and	Demonstrate safe	
g Mono-print	criticism and	Positive/Negat	Cultural	procedures for using	
texture rubbing	aesthetics.	ive	Contexts: The	and cleaning art	
texture rubbing	acstrictics.	100	goals for this	tools, equipment,	9/6-8/2022
SCULPTURE	D. Develop	Texture	area focus on	and studio spaces.	9/0-6/2022
Molding	knowledge of	Actual or real	the skills and	and studio spaces.	
Construction	visual arts	Rubbing or	knowledge to	VA:Cr2.3.2a	
paper (curl, fold,	styles through	"frottage"	be achieved	Repurpose objects	
score, glue, fringe)	performance	nottage	by the learners	to make something	
cardboard (cut,	or exhibition	Value	that are	new.	
glue)	of unique	Contrast	needed to	10 11.	
(8144)	works.	0011111111111	identify,	VA:Cr3.1.2a	
COLLAGE/MONT		Balance	compare,	Discuss and reflect	
AGE	E. Develop	Symmetrical	contrast, and	with peers about	
Cut/tear	ability to		analyze works	choices made in	9/20-22/2022
Papers	communicate	Contrast	in the arts in	creating artwork	
	ideas, points	Value contrast	their historical		
	of view,	Color	and cultural	VA:Pr4.1.2a	
CLAY BODIES	emotions, or	Warm/Cool	context. Effort	Categorize artwork	
Manipulate to	actions		should be	based on a theme or	
create form	through visual	Proportion/Sc	made to	concept for an	

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Pinch	arts.	ale	coordinate	exhibit.	
		Natural	with district's		
	F. Develop		social studies,	VA:Pr5.1.2a	
CRAFTS/FOLK	ability to	Repetition	literature, and	Distinguish between	
ARTS	explain and	Pattern/Rando	other curricula	different materials	
Decorative arts	analyze the	m; planned	when possible	or artistic	
lettering	artwork of			techniques for	
stamping/stenciling/	others and	Unity/Harmon	9.3 Critical	preparing artwork	
incising	things that	у	Response:	for presentation.	
painting/printing	influenced it.	Visual	The goals for		
montage/collage			this area focus	VA:Pr6.1.2a	
	G. Develop an	Develop the	on the skills	Analyze how art	
	understanding	ability to	and	exhibited inside and	
	of and	produce,	knowledge to	outside of schools	
	appreciation	review and	be achieved	(such as in	
	for the	revise original	by the learners	museums, galleries,	
	necessity of	works in the	that are	virtual spaces, and	
	practice and	field of visual	needed to	other venues)	
	rehearsal.	arts.	examine,	contributes to	
		Combine a	analyze,	communities.	
	H. Use	variety of	interpret, and		
	materials,	elements.	evaluate	VA:Re7.1.2a	
	equipment and	Combine a	works in the	Perceive and	
	tools	variety of	arts. Emphasis	describe aesthetic	
	effectively	principles.	should be	characteristics of	
	and safely in	Evaluate own	placed on	one's natural world	
	the production	artwork.	developing	and constructed	
	of works of		various	environments.	
	art.	Recognize	processes of		
		vocabulary	critical	VA:Re7.2.2a	
			analysis that	Categorize images	
	I. Develop an	Use	will allow the	based on expressive	
	appreciation	knowledge of	learner to	properties.	
	for arts events	varied styles	interpret		
	in the school,	in	meaning(s) of	VA:Re8.1.2a	
	local	performance	a work of art.	Interpret art by	
	community,	or exhibit.		identifying the	
	and state	Describe and	9.4 Aesthetic	mood suggested by	
	regions.	use	Response:	a work of art and	
		knowledge of	The goals for	describing relevant	
	J. Develop	a specific	this area focus	subject matter and	
	skills in the	style in	on the skills	characteristics of	
	use of	display or	and	form.	
	traditional and	art work.	knowledge to		
	contemporary		be achieved	VA:Re9.1.2a Use	
	technologies	Create works	by the learners	learned art	
	for work in	of art to:	that are	vocabulary to	
	the arts.	Define an	needed to	express preferences	
		object	investigate the	about artwork.	
	K. Further	Express	philosophical		
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	appreciation of the arts through use of traditional and contemporary technologies.	emotion Illustrate an action Relate an experience Identify works of other artists. Identify proper storage	aspects of work in the arts. The learner explores personal and historical definitions of art and art's varied purposes. Emphasis should be placed on examining how aesthetic choices impact the intended and/or interpreted meanings	VA:Cn10.1.2a Create works of art about events in home, school, or community life. VA:Cn11.1.2a Compare and contrast cultural uses of artwork from different times and places	9/27-29
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Media/Skills	Learning Objectives	Content	Standards (PA)	Standards (National Core Visual Art)	Date Assessed
PAINTING	. Know and	Color	9.1	VA:Cr1.1.3a	
Transparent	use the	Primary	Production,	Elaborate on an	
watercolors –	elements and	Secondary	Performance,	imaginative idea.	
techniques	principles to	Intermediate	and		
wet on wet	create original	Warm/Cool	Exhibition:	VA:Cr1.2.3a Apply	
dry brush	works in the		The goals for	knowledge of	
Opaque	visual arts	Form/Shape	this area focus	available resources,	
tempera	field.	Geometric	on the	tools, and	
		Square	manipulative	technologies to	
Brushes, Tools,	B. Develop	Circle	skills and	investigate personal	
Equipment	the ability to	Oval	conceptual	ideas through the	
correct use	produce,	Rectangle	understanding	art-making process.	
correct care	review and	Triangle	to be achieved		
correct storage	revise original	Diamond	by the learners	VA:Cr2.1.3a	
Color mixing	works in the	Biomorphic or	in order to	Create personally	
Style of paint	field of visual	natural	produce,	satisfying artwork	
application	arts.	2	perform, and	using a variety of	
		dimensional/3	exhibit their	artistic processes	
Weaving Process	C. Develop	dimensional	own works in	and materials.	
paper strands	vocabulary		the arts.		
terminology	specific to	Line		VA:Cr2.2.3a	
	visual arts	Contour	9.2 Historical	Demonstrate an	
PRINTMAKING	production,	Expressive	and Cultural	understanding of the	
Stamping/Stencilin	history,	Gestural	Contexts:	safe and proficient	
g	culture,	Directional	Historical and	use of materials,	
Mono-print	criticism and		Cultural	tools, and	
texture rubbing	aesthetics.	Space	Contexts: The	equipment for a	
		Actual or real	goals for this	variety of artistic	
SCULPTURE	D. Develop	Sculptural	area focus on	processes.	
Molding	knowledge of	Linear space	the skills and		
Construction	visual arts	Positive/Negat	knowledge to	VA:Cr2.3.3a	
paper (curl, fold,	styles through	ive	be achieved	Individually or	
score, glue, fringe)	performance		by the learners	collaboratively	
cardboard (cut,	or exhibition	Texture	that are	construct	
glue)	of unique	Actual or real	needed to	representations,	
COLLAGEAGONE	works.	Rubbing or	identify,	diagrams, or maps	
COLLAGE/MONT		"frottage"	compare,	of places that are	
AGE	E. Develop	** 1	contrast, and	part of everyday	
Cut/tear	ability to	Value	analyze works	life.	
Papers	communicate	Contrast	in the arts in	VA . C - 2 1 2	
	ideas, points	Dalasses	their historical	VA:Cr3.1.3a	
CLAVDODIEC	of view,	Balance	and cultural	Elaborate visual	
CLAY BODIES	emotions, or	Symmetrical	context. Effort	information by	
Manipulate to	actions	Emphasis/Foc	should be	adding details in an	
create form	through visual	al point	made to	artwork to enhance	

Pinch	arts.	Focal areas	coordinate	emerging meaning.	
			with district's		
	F. Develop	Movement/Rh	social studies,	VA:Pr4.1.3a	
CRAFTS/FOLK	ability to	ythm	literature, and	Investigate and	
ARTS	explain and	Linear	other curricula	discuss possibilities	
Decorative arts	analyze the	Regular/Irregu	when possible	and limitations of	
lettering	artwork of	lar		spaces, including	
stamping/stenciling/	others and		9.3 Critical	electronic, for	
incising	things that	Proportion/Sc	Response:	exhibiting artwork.	
painting/printing	influenced it.	ale	The goals for		
montage/collage		Natural	this area focus	VA:Pr5.1.3a	
	G. Develop an		on the skills	Identify exhibit	
	understanding	Repetition	and	space and prepare	
	of and	Pattern/Rando	knowledge to	works of art	
	appreciation	m; planned	be achieved	including artists'	
	for the		by the learners	statements for	
	necessity of	Unity/Harmon	that are	presentation.	
	practice and	У	needed to		
	rehearsal.	Visual	examine,	VA:Pr6.1.3a	
		Textural	analyze,	Identify and explain	
	H. Use		interpret, and	how and where	
	materials,	Combine a	evaluate	different cultures	
	equipment and	variety of	works in the	record and illustrate	
	tools	elements.	arts. Emphasis	stories and history	
	effectively	Combine a	should be	of life through art.	
	and safely in	variety of	placed on		
	the production	principles.	developing	VA:Re7.1.3a	
	of works of	Evaluate own	various	Speculate about	
	art.	artwork.	processes of	processes an artist	
			critical	uses to create a	
		Recognize	analysis that	work of art.	
	I. Develop an	vocabulary	will allow the		
	appreciation		learner to	VA:Re7.2.3a	
	for arts events	Use	interpret	Determine messages	
	in the school,	knowledge of	meaning(s) of	communicated by	
	local	varied styles	a work of art.	an image.	
	community,	in			
	and state	performance	9.4 Aesthetic	VA:Re8.1.3a	
	regions.	or exhibit.	Response:	Interpret art by	
		Describe and	The goals for	analyzing use of	
	J. Develop	use	this area focus	media to create	
	skills in the	knowledge of	on the skills	subject matter,	
	use of	a specific	and	characteristics of	
	traditional and	style in	knowledge to	form, and mood.	
	contemporary	display or	be achieved		
	technologies	art work.	by the learners	VA:Re9.1.3a	
	for work in		that are	Evaluate an artwork	
	the arts.	Create works	needed to	based on given	
		of art to:	investigate the	criteria.	
	K. Further	Define an	philosophical		
L	l .	l	l .	I .	<u> </u>

Media/Skills	Learning Objectives	Content	Standards (PA)	Standards (National Core Visual Art)	Date Assessed
PAINTING Transparent	A. Know and use the	Color Intermediate	9.1 Production,	VA:Cr1.1.4a Brainstorm multiple	
watercolors –	elements and	Warm/Cool	Performance	approaches to a	
techniques	principles to	Complimentar	, and	creative art or	
wet on wet	create original	y	Exhibition:	design problem.	
dry brush	works in the		The goals for		
Opaque	visual arts	Form/Shape	this area	VA:Cr1.2.4a	
tempera	field.	Geometric	focus on the	Collaboratively set	
		Square	manipulative	goals and create	
Brushes, Tools,	B. Develop	Circle	skills and	artwork that is	
Equipment	the ability to	Oval	conceptual	meaningful and has	
correct use	produce,	Rectangle	understanding	purpose to the	
correct care	review and	Triangle	to be	makers.	
correct storage	revise original	Diamond	achieved by		
Color mixing	works in the	Biomorphic or	the learners in	VA:Cr2.1.4a	
Style of paint	field of visual	natural	order to	Explore and invent	
application	arts.	2	produce,	art-making	
		dimensional/3	perform, and	techniques and	
Weaving Process	C. Develop	dimensional	exhibit their	approaches.	
paper strands	vocabulary		own works in		
terminology	specific to	Line	the arts.	VA:Cr2.2.4a When	
	visual arts	Contour		making works of	
PRINTMAKING	production,	Expressive	9.2 Historical	art, utilize and care	
Stamping/Stencilin	history,	Gestural	and Cultural	for materials, tools,	
g	culture,	Implied	Contexts:	and equipment in a	
Mono-print	criticism and	Directional	Historical and	manner that	
texture rubbing	aesthetics.	Hatching for	Cultural	prevents danger to	
		value	Contexts: The	oneself and others.	
SCULPTURE	D. Develop		goals for this		
Molding	knowledge of	Space	area focus on	VA:Cr2.3.4a	
Construction	visual arts	Actual or real	the skills and	Document, describe,	
paper (curl, fold,	styles through	Sculptural	knowledge to	and represent	
score, glue, fringe)	performance	Linear space	be achieved	regional constructed	
cardboard (cut,	or exhibition	Positive/Negat	by the	environments.	
glue)	of unique	ive	learners that		
	works.		are needed to	VA:Cr3.1.4a	
COLLAGE/MONT		Texture	identify,	Revise artwork in	
AGE	E. Develop	Actual or real	compare,	progress on the	
Cut/tear	ability to	Rubbing or	contrast, and	basis of insights	
Papers	communicate	"frottage"	analyze works	gained through peer	
	ideas, points	Value	in the arts in	discussion.	
CI AM DODIEG	of view,	Contrast	their	X/A D 41 4	
CLAY BODIES	emotions, or	D 1	historical and	VA:Pr4.1.4a	
Manipulate to	actions	Balance	cultural	Analyze how past,	
create form	through visual	Symmetrical	context.	present, and	
Pinch	arts.	Contract	Effort should	emerging	
		Contrast	be made to	technologies have	

		1	1		
	F. Develop	Value contrast	coordinate	impacted the	
CRAFTS/FOLK	ability to	Color	with district's	preservation and	
ARTS	explain and	Warm/Cool	social studies,	presentation of	
Decorative arts	analyze the		literature, and	artwork.	
lettering	artwork of	Emphasis/Foc	other		
stamping/stenciling/	others and	al point	curricula	VA:Pr5.1.4a	
incising	things that	Focal areas	when possible	Analyze the various	
painting/printing	influenced it.			considerations for	
montage/collage		Movement/Rh	9.3 Critical	presenting and	
montage, contage	G. Develop an	ythm	Response:	protecting art in	
	understanding	Linear	The goals for	various locations,	
	of and	Regular/Irregu	this area	indoor or outdoor	
	appreciation	lar	focus on the	settings, in	
	for the	lai	skills and	temporary or	
		Proportion/Sca			
	necessity of	*	knowledge to	permanent forms,	
	practice and	le Natural	be achieved	and in physical or	
	rehearsal.	Natural	by the	digital formats	
		D	learners that	WAR CAA	
	H. Use	Repetition	are needed to	VA:Pr6.1.4a	
	materials,	Pattern/Rando	examine,	Compare and	
	equipment and	m; planned	analyze,	contrast purposes of	
	tools		interpret, and	art museums, art	
	effectively	Unity/Harmon	evaluate	galleries, and other	
	and safely in	У	works in the	venues, as well as	
	the production	Visual	arts.	the types of	
	of works of		Emphasis	personal	
	art.	Develop the	should be	experiences they	
		ability to	placed on	provide.	
		produce,	developing		
	I. Develop an	review and	various	VA:Re7.1.4a	
	appreciation	revise original	processes of	Compare responses	
	for arts events	works in the	critical	to a work of art	
	in the school,	field of visual	analysis that	before and after	
	local	arts.	will allow the	working in similar	
	community,	Combine a	learner to	media.	
	and state	variety of	interpret		
	regions.	elements.	meaning(s) of	VA:Re7.2.4a	
		Combine a	a work of art.	Analyze	
	J. Develop	variety of		components in	
	skills in the	principles.	9.4 Aesthetic	visual imagery that	
	use of	Evaluate own	Response:	convey messages.	
	traditional and	artwork.	The goals for		
	contemporary		this area	VA:Re8.1.4a	
	technologies	Develop	focus on the	Interpret art by	
	for work in	vocabulary	skills and	referring to	
	the arts.	specific to	knowledge to	contextual	
		visual arts	be achieved	information, and	
	K. Further	production,	by the	analyzing relevant	
	appreciation	history,	learners that	subject matter,	
	of the arts	culture,	are needed to	characteristics of	

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through use of traditional and contemporary technologies.	criticism and aesthetics. List APPENDIX A. Recognize vocabulary and use fundamental. Create works of art to: Define an object Express emotion Illustrate an action Relate an experience Know and demonstrate how arts can communicate stories, experiences or emotions. Develop ability to explain and analyze the artwork of others and things that influenced it. Identify works of other artists. Develop an understanding of and appreciation for the necessity of practice and rehearsal. H. Use materials, equipment and tools	investigate the philosophical aspects of work in the arts. The learner explores personal and historical definitions of art and art's varied purposes. Emphasis should be placed on examining how aesthetic choices impact the intended and/or interpreted meanings	form, and use of media. VA:Re9.1.4a Apply one set of criteria to evaluate more than one work of art. VA:Cn10.1.4a Create works of art that reflect community cultural traditions. VA:Cn11.1.4a Through observation, infer information about time, place, and culture in which a work of art was created.	

effectively and safely in the production of works of art. Describe. Recognize differences
Know how to work in variety Identify proper
storage Describe proper storage Store materials properly

Media/Skills	Learning Objectives	Content	Standards (PA)	Standards (National Core Visual Art)	Date Assessed
PAINTING Transparent watercolors –	A. Know and use the elements and	Color Intermediate Warm/Cool	9.1 Production, Performance,	VA:Cr1.1.5a Combine ideas to generate an	
techniques wet on wet	principles to create original	Complimentar	and Exhibition:	innovative idea for art-making.	
dry brush	works in the	y Analogous	The goals for		
Opaque tempera	visual arts field.	Form/Shape	this area focus on the manipulative	VA:Cr1.2.5a Identify and demonstrate diverse	
Brushes, Tools, Equipment	B. Develop the ability to	Biomorphic or natural	skills and conceptual	methods of artistic investigation to	
correct use	produce,	Line	understanding to be achieved	choose an approach	
correct care correct storage	review and revise original	Expressive	by the learners	for beginning a work of art.	
Color mixing Style of paint	works in the field of visual	Gestural Implied	in order to produce,	VA:Cr2.1.5a	
application	arts.	Directional Hatching for	perform, and exhibit their	Experiment and develop skills in	
Weaving Process	C. Develop	value	own works in	multiple art-making	
paper strands terminology	vocabulary specific to	Space	the arts.	techniques and approaches through	
PRINTMAKING	visual arts production,	Sculptural Architectural	9.2 Historical and Cultural	practice.	
Stamping/Stencilin	history,	Linear space	Contexts:	VA:Cr2.2.5a	
g Mono-print	culture, criticism and	Texture	Historical and Cultural	Demonstrate quality craftsmanship	
texture rubbing	aesthetics.	Collage Simulated	Contexts: The goals for this	through care for and use of materials,	
SCULPTURE Molding	D. Develop knowledge of	Value	area focus on the skills and	tools, and equipment.	
Construction	visual arts	High-	knowledge to		
paper (curl, fold, score, glue, fringe)	styles through performance	key/Low-key	be achieved by the learners	VA:Cr2.3.5a Identify, describe,	
cardboard (cut, glue)	or exhibition of unique	Balance Symmetrical	that are needed to	and visually document places	
	works.	Asymmetrical	identify,	and/or objects of	
COLLAGE/MONT AGE	E. Develop	Contrast	compare, contrast, and	personal significance.	
Cut/tear	ability to	Value contrast	analyze works		
Papers	communicate ideas, points	Color Intensity	in the arts in their historical	VA:Cr3.1.5a Create artist	
CLAY BODIES	of view, emotions, or	Simultaneous	and cultural context. Effort	statements using art vocabulary to	
Manipulate to	actions	Emphasis/Foc	should be	describe personal	
create form Pinch	through visual arts.	al point	made to coordinate	choices in artmaking.	

CRAFTS/FOLK ARTS Decorative arts lettering stamping/stenciling/ incising painting/printing montage/collage	F. Develop ability to explain and analyze the artwork of others and things that influenced it. G. Develop an understanding of and appreciation for the necessity of practice and rehearsal. H. Use materials, equipment and tools effectively and safely in the production of works of art. I. Develop an appreciation for arts events in the school, local community, and state regions. J. Develop skills in the use of traditional and contemporary	Focal areas Visual emphasis with shapes Movement/Rh ythm Linear Visual Regular/Irregu lar Staccato Proportion/Sc ale Natural Relational Repetition Pattern/Rando m; planned Pattern/Radial Unity/Harmon y Visual Textural B. Develop the ability to produce, review and revise original works in the field of visual arts. Combine a variety of elements. Combine a variety of principles. Evaluate own artwork.	with district's social studies, literature, and other curricula when possible 9.3 Critical Response: The goals for this area focus on the skills and knowledge to be achieved by the learners that are needed to examine, analyze, interpret, and evaluate works in the arts. Emphasis should be placed on developing various processes of critical analysis that will allow the learner to interpret meaning(s) of a work of art. 9.4 Aesthetic Response: The goals for this area focus on the skills and knowledge to be achieved	VA:Pr4.1.5a Define the roles and responsibilities of a curator, explaining the skills and knowledge needed in preserving, maintaining, and presenting objects, artifacts and artwork. VA:Pr5.1.5a Develop a logical argument for safe and effective use of materials and techniques for preparing and presenting artwork. VA:Pr6.1.5a Cite evidence about how an exhibition in a museum or other venue presents ideas and provides information about a specific concept or topic. VA:Re7.1.5a Compare one's own interpretation of a work of art with the interpretation of others. VA:Re7.2.5a Identify and analyze cultural associations suggested by visual imagery.	
	use of traditional and contemporary technologies	Evaluate own artwork. Develop the	and knowledge to be achieved by the learners	cultural associations suggested by visual imagery.	
	for work in the arts. K. Further appreciation	ability to produce, review and revise original works in the	that are needed to investigate the philosophical aspects of	VA:Re8.1.5a Interpret art by analyzing characteristics of form and structure,	

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tl tr c	of the arts through use of traditional and contemporary technologies.	field of visual arts. Combine a variety of elements. Combine a variety of principles. Evaluate own artwork. Develop vocabulary specific to visual arts production, history, culture, criticism and aesthetics. List APPENDIX A. Recognize vocabulary and use fundamental. Develop knowledge of visual arts styles through performance or exhibition of unique works. Use knowledge of varied styles in performance or exhibit. Describe and use knowledge of a specific style in display or art work.	work in the arts. The learner explores personal and historical definitions of art and art's varied purposes. Emphasis should be placed on examining how aesthetic choices impact the intended and/or interpreted meanings	contextual information, subject matter, visual elements, and use of media to identify ideas and mood conveyed. VA:Re9.1.5a Recognize differences in criteria used to evaluate works of art depending on styles, genres, and media as well as historical and cultural contexts. VA:Cn10.1.5a Apply formal and conceptual vocabularies of art and design to view surroundings in new ways through artmaking. VA:Cn11.1.5a Identify how art is used to inform or change beliefs, values, or behaviors of an individual or society	

	Create works		
	of art to:		
	Define an		
	object		
	Express		
	emotion		
	Illustrate an		
	action		
	Relate an		
	experience		
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	Develop		
	ability to		
	explain and		
	analyze the		
	artwork of		
	others and		
	things that		
	influenced it.		
	Identify works		
	of other		
	artists.		
	Describe		
	works of other		
	artists.		
	Explain works		
	of other		
	artists.		
	artists.		
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	Develop an		
	understanding		
	of and		
	appreciation		
	for the		
	101 tile		
	necessity of		
	practice and		
	rehearsal.		
	H. Use		
	materials,		
	equipment and		
	tools		
	effectively		
	and safely in		
	the production		
	of works of		
	art.		
	Describe.		
	Know how to		
	work in		
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variety Work well in selected space.
Material storage Describe proper storage Store materials properly

Grade 6

Media/Skills	Learning Objectives	Content	Standards (PA)	Standards (National Core Visual Art)	Date Assessed
PAINTING	. Know and	Color	9.1	VA:Cr1.1.6a	
Transparent	use the	Complimentar	Production,	Combine concepts	
watercolors –	elements and	y	Performance,	collaboratively to	
techniques	principles to	Analogous	and	generate innovative	
wet on wet	create original	C	Exhibition:	ideas for creating	
dry brush	works in the	Line	The goals for	art.	
Opaque	visual arts	Expressive	this area focus		
tempera	field.	Gestural	on the	VA:Cr1.2.6a	
		Implied	manipulative	Formulate an artistic	
Brushes, Tools,	B. Develop	Directional	skills and	investigation of	
Equipment	the ability to	Hatching for	conceptual	personally relevant	
correct use	produce,	value	understanding	content for creating	
correct care	review and		to be achieved	art.	
correct storage	revise original	Space	by the learners		
Color mixing	works in the	Architectural	in order to	VA:Cr2.1.6a	
Style of paint	field of visual	Linear space	produce,	Demonstrate	
application	arts.	1-point	perform, and	openness in trying	
		perspective	exhibit their	new ideas,	
Weaving Process	C. Develop	positive/negati	own works in	materials, methods,	
paper strands	vocabulary	ve	the arts.	and approaches in	
terminology	specific to			making works of art	
DD D 100 4 4 4 7 1 1 G	visual arts	Texture	9.2 Historical	and design.	
PRINTMAKING	production,	Collage	and Cultural		
Stamping/Stencilin	history,	Simulated	Contexts:	VA:Cr2.2.6a	
g	culture,	** 1	Historical and	Explain	
Mono-print	criticism and	Value	Cultural	environmental	
texture rubbing	aesthetics.	Contrast	Contexts: The	implications of	
CCLU PTUDE	D D 1	High-	goals for this	conservation, care,	
SCULPTURE	D. Develop	key/Low-key	area focus on	and clean up of art	
Molding	knowledge of	Color in value	the skills and	materials, tools, and	
Construction	visual arts	Balance	knowledge to be achieved	equipment.	
paper (curl, fold,	styles through		by the learners	VA:Cr3:1:6a	
score, glue, fringe) cardboard (cut,	performance or exhibition	Asymmetrical Radial	that are	Design or redesign	
glue)	of unique	Contrast	needed to	objects, places, or	
giuc)	works.	Value contrast	identify,	systems that meet	
COLLAGE/MONT	WOIKS.	Color	compare,	the identified needs	
AGE	E. Develop	Intensity	contrast, and	of diverse users.	
Cut/tear	ability to	Simultaneous	analyze works	01 0110100 00010.	
Papers	communicate	Shape	in the arts in	VA:Cr3.1.6a	
1 - pp.10	ideas, points	Texture	their historical	Reflect on whether	
	of view,		and cultural	personal artwork	
CLAY BODIES	emotions, or	Emphasis/Foc	context. Effort	conveys the	
Manipulate to	actions	al point	should be	intended meaning	
create form	through visual	Focal areas	made to	and revise	
Pinch	arts.	Movement/Rh	coordinate	accordingly.	
		ythm)	with district's		

CRAFTS/FOLK ARTS Decorative arts lecttering analyze the extletioring stamping/stenciling/ incising painting/printing montage/collage Martin dependence of the production of works of art. I. Develop an appreciation of or arts events in the school, local community, and state regions. I. Develop an appreciation for arts events in the school, local community, and state regions. J. Develop askills in the use of traditional and contemporary technologies for work in the arts. K. Further appreciation of the arts. K. Further appreciation of the arts. K. Further appreciation of the the arts.						
ARTS Decorative arts Decoration Decorative arts Decoration Decorative arts Decoration Decorati		F. Develop	Linear	social studies,	VA:Pr4.1.6a	
Decorative arts lettering stampting/stenciling/ incising painting/printing montage/collage However, and the production of works of arts. Combine a appreciation for arts events in the school, local regions. J. Develop an appreciation for arts events in the school, local regions. J. Develop skills in the use of traditional and regions. J. Develop skills in the use of traditional and regions. J. Develop skills in the use of traditional and regions. J. Develop skills in the use of traditional and regions. J. Develop skills in the tarts. K. Further appreciation for work in the arts. K. Further appreciation of microscopic and things that artwork. Standard things that artwork and things that thing the arts. When possible associated with preserving and presenting two dimensional, three valuate valuate valuate valuate analyze, that are explained that are the valuate own develops and provide evidence of a new that are the valuate own develops and provide evidence of a ne	CRAFTS/FOLK	ability to	Visual	literature, and	Analyze similarities	
lettering stamping/stenciling/ others and incising painting/printing montage/collage Individual painting/printing montage/collage Individual proportion/Sc ale ale and understanding of and appreciation for the necessity of practice and rehearsal. Individual proportion/Sc ale ale and understanding of and appreciation for the necessity of practice and rockers and tools editorial the production of works of art. Individual presenting two dimensional, and digital artwork. On the skills and Waluate works in the cash interpret, and tools editor to be achieved by the learners that are evaluate own of works of art. Individually or collaboratively, develop a visual principles. Provide and safely in the school, local arts. Individually or collaboratively, develop a visual principles. Provide or collaboratively, and state arts. Individually or collaboratively, and state or cambine a valuate works in the use of traditional and contemporary technologies for work in the arts. In Develop and appreciation for arts events in the school, local regions. In Develop and regions. In Develop an	ARTS	explain and	Regular/Irregu	other curricula	and differences	
stamping/stenciling/ incising painting/printing montage/collage Orders and infiger things that particular painting/printing montage/collage Order department and tools of works of art. I. Develop an appreciation of works of art. I. Develop an appreciation for arts events in the scholl, local regions. I. Develop an appreciation for arts events in the second local regions. J. Develop skills in the use of traditional and contemporary technologies for work in the arts. Fextural appreciation for the necessity of the arts. I. Develop an appreciation for arts events in the scholl, local regions. J. Develop skills in the use of traditional and contemporary technologies for work in the arts. K. Further appreciation of the arts. K. Further appreciation of the example of the arts. A. Develop and arts. A. Develop and appreciation for arts events in the earts. I. Develop and regions. A. Develop and an appreciation for arts events in the scholl, local regions. J. Develop skills in the use of traditional and contemporary technologies for work in the arts. K. Further appreciation of such and understanding of and and rehearsal. Visual return/Radial Response: Unitry/Harmon production, and whater examine, and knowledge to be achieved by the learners of the viewer, and the lawout of the earthing works in the exholl be achieved by specific to visual arts the conditional and contemporary technologies for work in the arts. K. Further appreciation of and understanding of and waluate works in the examine, analyzing works of art, examine, analyzing works of art. Va.Pr5.1.6a Individually or colaboratively, by the learners of the viewer, analyzing works of art. Resp	Decorative arts	analyze the	lar	when possible	associated with	
stamping/stenciling/ incising planting/printing influenced it. G. Develop an understanding of and appreciation for the necessity of practice and rehearsal. H. Use materials, equipment and tools effectively and safely in the production of works of art. T. Develop an appreciation for an appreciation of works of art. T. Develop an appreciation for works of art. T. Develop an appreciation for works of art. T. Develop an appreciation of works of art. T. Develop an appreciation for arts events in the school, local community, and state regions. J. Develop skills in the use of traditional and contemporary tetchnologies for work in the arts. K. Further appreciation K. Further sperceiation production, wisual arts. C. Combine a variety of principles. Evaluate own artwork. Beatational and things that methad things that mindle the sills and contemporary tetchnologies for work in the arts. S. Develop and safely in the production of works of art. T. Develop and safely in the production of works of art. T. Develop and safely in the production of works of art. T. Develop and safely in the production of works of art. T. Develop and safely in the production of works of art. T. Develop and safely in the production of works of art. T. Develop and safely in the production of works of art. T. Develop and safely in the production of works of art. The goals for this area focus on the skills and works in the arablet to works in the availate works of art. The goals for this area focus on the skills and valuate works in the availate works in	lettering		Staccato	•	preserving and	
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I. Develop an appreciation for arts events in the school, local community, and state regions. J. Develop and community, and state skills in the use of traditional and contemporary technologies for work in the arts. K. Further visual arts appreciation for arts events in the school, local community, and state community, artwork. J. Develop and use art theory. Incorporate traditional and contemporary technologies for work in the arts. J. Develop shad art or design that reveal how people live around the world and what they value. Synthesize and cultural associations that are needed to investigate the appreciation production, aspects of WA:Re7.1.6a Identify and interpret works of a art or design that reveal how people live around the world and what they value. VA:Re7.2.6a Analyze ways that visual components associations suggested by images influence ideas, emotions, and actions.			Combine a	critical	history and values	
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traditional and contemporary technologies for work in the arts. K. Further appreciation production, aspects of the arts traditional and contemporary knowledge. knowledge to be achieved and cultural associations suggested by images influence ideas, emotions, and actions.						
contemporary technologies for work in the arts. K. Further visual arts appreciation be achieved by the learners that are needed to investigate the appreciation production, aspects of be achieved by the achieved by the learners associations suggested by images influence ideas, emotions, and actions.						
technologies for work in bevelop the arts. Vocabulary specific to A. Further appreciation to by the learners that are needed to investigate the philosophical aspects of associations suggested by images influence ideas, emotions, and actions.					_	
for work in the arts. Develop vocabulary specific to specific to visual arts appreciation Develop that are suggested by images influence ideas, emotions, and actions. Suggested by images influence ideas, emotions, and actions.			Kilowicuge.			
the arts. vocabulary specific to specific to visual arts appreciation production, vocabulary specific to investigate the philosophical actions. needed to influence ideas, emotions, and actions.			Dovelon			
K. Further visual arts philosophical appreciation production, aspects of emotions, and actions.			•		,	
K. Further visual arts philosophical actions. appreciation production, aspects of		me arts.			· · · · · · · · · · · · · · · · · · ·	
appreciation production, aspects of		IZ E. 4				
					actions.	
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a unifying
theme or point
of view
through a
work of visual
art.
Develop
ability to
explain and
analyze the
artwork of
others and
things that
influenced it.
Identify works
of other
artists.
Describe
works of other
artists.
Explain works
of other
artists.
Develop an
understanding
of and
appreciation
for the
necessity of
practice and
rehearsal.
H. Use
materials,
equipment and
tools
effectively
and safely in
the production
the production of works of
the production
the production of works of art.
the production of works of art. Describe.
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the production of works of art. Describe. Explain Know how to
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the production of works of art. Describe. Explain Know how to work in
the production of works of art. Describe. Explain Know how to work in variety

space.	
Material storage Describe proper storage Store materials properly	

Media/Skills	Learning Objectives	Content	Standards (PA)	Standards (National Core Visual Art)	Date Assessed
PAINTING	. Know and	Color	9.1	VA:Cr1.1.7a Apply	
Transparent	use the	Complimentar	Production,	methods to	
watercolors –	elements and	y	Performance,	overcome creative	
techniques	principles to	Analogous	and	blocks.	
wet on wet	create original	C	Exhibition:		
dry brush	works in the	Line	The goals for		
Opaque	visual arts	Gestural	this area focus	VA:Cr1.2.7a	
tempera	field.	Implied	on the	Develop criteria to	
•		Hatching for	manipulative	guide making a	
Brushes, Tools,	B. Develop	value	skills and	work of art or	
Equipment	the ability to		conceptual	design to meet an	
correct use	produce,	Space	understanding	identified goal.	
correct care	review and	Architectural	to be achieved		
correct storage	revise original	Linear space	by the learners	VA:Cr2.1.7a	
Color mixing	works in the	1-point	in order to	Demonstrate	
Style of paint	field of visual	perspective	produce,	persistence in	
application	arts.		perform, and	developing skills	
		Texture	exhibit their	with various	
Weaving Process	C. Develop	Collage	own works in	materials, methods,	
paper strands	vocabulary	Simulated	the arts.	and approaches in	
terminology	specific to			creating works of art	
	visual arts	Value	9.2 Historical	or design.	
PRINTMAKING	production,	Contrast	and Cultural		
Stamping/Stencilin	history,	Graded	Contexts:	VA:Cr2.2.7a	
g	culture,	High-	Historical and	Demonstrate	
Mono-print	criticism and	key/Low-key	Cultural	awareness of ethical	
texture rubbing	aesthetics.	Color in value	Contexts: The	responsibility to	
			goals for this	oneself and others	
SCULPTURE	D. Develop	Balance	area focus on	when posting and	
Molding	knowledge of	Asymmetrical	the skills and	sharing images and	
Construction	visual arts	Radial	knowledge to	other materials	
paper (curl, fold,	styles through		be achieved	through the Internet,	
score, glue, fringe)	performance	Contrast	by the learners	social media, and	
cardboard (cut,	or exhibition	Value contrast	that are	other	
glue)	of unique	Color	needed to	communication	
	works.	Intensity	identify,	formats.	
COLLAGE/MONT		Simultaneous	compare,	*** G A A F	
AGE	E. Develop	- 1 · /-	contrast, and	VA:Cr2.3.7a Apply	
Cut/tear	ability to	Emphasis/Foc	analyze works	visual	
Papers	communicate	al point	in the arts in	organizational	
	ideas, points	Color	their historical	strategies to design	
CI AM DODIEC	of view,	dominance	and cultural	and produce a work	
CLAY BODIES	emotions, or	Focal areas	context. Effort	of art, design, or	
Manipulate to	actions	Visual	should be	media that clearly	
create form	through visual	emphasis with	made to	communicates	
Pinch	arts.	shapes	coordinate	information or	
			with district's	ideas.	

	F. Develop	Movement/Rh	social studies,		
CRAFTS/FOLK	ability to	ythm	literature, and	VA:Cr3.1.7a	
ARTS	explain and	Linear	other curricula	Reflect on and	
Decorative arts	analyze the	Visual	when possible	explain important	
lettering	artwork of	Regular/Irregu	•	information about	
stamping/stenciling/	others and	lar	9.3 Critical	personal artwork in	
incising	things that	Staccato	Response:	an artist statement	
painting/printing	influenced it.		The goals for	or another format.	
montage/collage		Proportion/Sc	this area focus		
monage, conage	G. Develop an	ale	on the skills	VA:Pr4.1.7a	
	understanding	Natural	and	Compare and	
	of and	Relational	knowledge to	contrast how	
	appreciation	Kelational	be achieved	technologies have	
	for the	Repetition	by the learners	changed the way	
				, -	
	necessity of	Pattern/Radial	that are	artwork is	
	practice and	TT '. /TT	needed to	preserved,	
	rehearsal.	Unity/Harmon	examine,	presented, and	
		у	analyze,	experienced.	
	H. Use	Visual	interpret, and		
	materials,	Textural	evaluate	VA:Pr5.1.7a Based	
	equipment and		works in the	on criteria, analyze	
	tools	Develop the	arts. Emphasis	and evaluate	
	effectively	ability to	should be	methods for	
	and safely in	produce,	placed on	preparing and	
	the production	review and	developing	presenting art.	
	of works of	revise original	various		
	art.	works in the	processes of	VA:Pr6.1.7a	
		field of visual	critical	Compare and	
		arts.	analysis that	contrast viewing	
	I. Develop an	Combine a	will allow the	and experiencing	
	appreciation	variety of	learner to	collections and	
	for arts events	elements.	interpret	exhibitions in	
	in the school,	Combine a	meaning(s) of	different venues.	
	local	variety of	a work of art.	different ventues.	
	community,	principles.	a work of art.	VA:Re7.1.7a	
	and state	Evaluate own	9.4 Aesthetic	Explain how the	
	regions.	artwork.	Response:	method of display,	
	regions.	artwork.	The goals for	the location, and the	
	J. Develop	Develop and	this area focus	experience of an	
	skills in the	use art theory.	on the skills	artwork influence	
	use of	Incorporate	and	how it is perceived	
	traditional and		knowledge to	and valued.	
		general		anu valueu.	
	contemporary	knowledge.	be achieved	VA.D.7275	
	technologies	Synthesize	by the learners	VA:Re7.2.7a	
	for work in	general	that are	Analyze multiple	
	the arts.	knowledge.	needed to	ways that images	
			investigate the	influence specific	
	K. Further	Develop	philosophical	audiences.	
	appreciation	vocabulary	aspects of		
	of the arts	specific to	work in the	VA:Re8.1.7a	
L	1	·	l	l .	I .

	emotions.	
	Communicate	
	a unifying	
	theme or point	
	of view	
	through a	
	work of visual	
	art.	
	Develop	
	ability to	
	explain and	
	analyze the	
	artwork of	
	others and	
	things that	
	influenced it.	
	Identify works	
	of other	
	artists.	
	Describe	
	works of other	
	artists.	
	Explain works	
	of other	
	artists.	
	arusts.	
	Develop an	
	understanding	
	of and	
	appreciation	
	for the	
	necessity of	
	practice and	
	rehearsal.	
	Use	
	materials,	
	equipment and	
	tools	
	effectively	
	and safely in	
	the production	
	of works of	
	art.	
	Explain	
	Recognize	
	differences	
	Know how to	
	work in	
	variety	
	Work well in	
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selected space.	
Material storage Store materials properly	

Media/Skills	Learning Objectives	Content	Standards (PA)	Standards (National Core Visual Art)	Date Assessed
PAINTING	A. Know and	Color	9.1	VA:Cr1.1.8a	
Transparent	use the	Complimentar	Production,	Document early	
watercolors –	elements and	у	Performance,	stages of the	
techniques	principles to	Analogous	and	creative process	
wet on wet	create original	Tertiary	Exhibition:	visually and or	
dry brush	works in the		The goals for	verbally in	
Opaque	visual arts	Line	this area focus	traditional or new	
tempera	field.	Hatching for	on the	media.	
•		value	manipulative	VA:Cr1.2.8a	
Brushes, Tools,	B. Develop		skills and	Collaboratively	
Equipment	the ability to	Space	conceptual	shape an artistic	
correct use	produce,	Architectural	understanding	investigation of an	
correct care	review and	Linear space	to be achieved	aspect of present	
correct storage	revise original	1-point	by the learners	day life using a	
Color mixing	works in the	perspective	in order to	contemporary	
Style of paint	field of visual	2-point	produce,	practice of art and	
application	arts.	perspective	perform, and	design.	
		Aerial	exhibit their		
Weaving Process	C. Develop	perspective	own works in	VA:Cr2.1.8a	
paper strands	vocabulary		the arts.	Demonstrate	
terminology	specific to	Texture		willingness to	
	visual arts	Collage	9.2 Historical	experiment,	
PRINTMAKING	production,	Simulated	and Cultural	innovate, and take	
Stamping/Stencilin	history,		Contexts:	risks to pursue	
g	culture,	Value	Historical and	ideas, forms, and	
Mono-print	criticism and	Contrast	Cultural	meanings that	
texture rubbing	aesthetics.	Graded	Contexts: The	emerge in the	
		High-	goals for this	process of	
SCULPTURE	D. Develop	key/Low-key	area focus on	artmaking or	
Molding	knowledge of	Color in value	the skills and	designing.	
Construction	visual arts		knowledge to		
paper (curl, fold,	styles through	Balance	be achieved	VA:Cr2.2.8a	
score, glue, fringe)	performance	Asymmetrical	by the learners	Demonstrate	
cardboard (cut,	or exhibition	Radial	that are	awareness of	
glue)	of unique		needed to	practices, issues,	
GOVY A GENTALONIE	works.	Contrast	identify,	and ethics of	
COLLAGE/MONT		Value contrast	compare,	appropriation, fair	
AGE	E. Develop	Color	contrast, and	use, copyright, open	
Cut/tear	ability to	Intensity	analyze works	source, and creative	
Papers	communicate	Simultaneous	in the arts in	commons as they	
	ideas, points	Shape	their historical	apply to creating	
CI AM DODIEG	of view,	Texture	and cultural	works of art and	
CLAY BODIES	emotions, or	E1 /E	context. Effort	design.	
Manipulate to	actions	Emphasis/Foc	should be	VA.C. 2 2 0 -	
create form	through visual	al point	made to	VA:Cr2.3.8a	
Pinch	arts.	Color	coordinate	Select, organize,	

		dominance	with district's	and design images	
	F. Develop	Focal areas	social studies,	and words to make	
CRAFTS/FOLK	ability to	Visual	literature, and	visually clear and	
ARTS	explain and	emphasis with	other curricula	compelling	
Decorative arts	analyze the	shapes	when possible	presentations.	
lettering	artwork of	1	1	1	
stamping/stenciling/	others and	Movement/Rh	9.3 Critical	VA:Cr3.1.8a Apply	
incising	things that	ythm	Response:	relevant criteria to	
painting/printing	influenced it.	Linear	The goals for	examine, reflect on,	
montage/collage			this area focus	and plan revisions	
montage/contage	G. Develop an	Movement/Rh	on the skills	for a work of art or	
	understanding	ythm	and	design in progress.	
	of and	(continued)	knowledge to	design in progress.	
	appreciation	Visual	be achieved	VA:Pr4.1.8a	
	for the	Regular/Irregu	by the learners	Develop and apply	
	necessity of	lar	that are	criteria for	
	practice and	Staccato	needed to	evaluating a	
	rehearsal.	Progressive	examine,	collection of	
	11 11	D 4: /G	analyze,	artwork for	
	H. Use	Proportion/Sc	interpret, and	presentation.	
	materials,	ale	evaluate		
	equipment and	Natural	works in the	VA:Pr5.1.8a	
	tools	Relational	arts. Emphasis	Collaboratively	
	effectively		should be	prepare and present	
	and safely in	Repetition	placed on	selected theme	
	the production	Pattern/Radial	developing	based artwork for	
	of works of		various	display and	
	art.	Unity/Harmon	processes of	formulate exhibition	
		У	critical	narratives for the	
		Visual	analysis that	viewer.	
	I. Develop an	Textural	will allow the		
	appreciation		learner to	VA:Pr6.1.8a	
	for arts events	Develop the	interpret	Analyze why and	
	in the school,	ability to	meaning(s) of	how an exhibition	
	local	produce,	a work of art.	or collection may	
	community,	review and		influence ideas,	
	and state	revise original	9.4 Aesthetic	beliefs, and	
	regions.	works in the	Response:	experiences.	
		field of visual	The goals for		
	J. Develop	arts.	this area focus	VA:Re7.1.8a	
	skills in the	Combine a	on the skills	Explain how a	
	use of	variety of	and	person's aesthetic	
	traditional and	elements.	knowledge to	choices are	
	contemporary	Combine a	be achieved	influenced by	
	technologies	variety of	by the learners	culture and	
	for work in	principles.	that are	environment and	
	the arts.	Evaluate own	needed to	impact the visual	
		artwork.	investigate the	image that one	
	K. Further	Develop and	philosophical	conveys to others.	
	appreciation	use art theory.	aspects of		
	L	<u> </u>	<u> </u>	<u> </u>	

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of the arts	Incorporate	work in the	VA:Re7.2.8a	
through use of	general	arts. The	Compare and	
traditional and	knowledge.	learner	contrast contexts	
contemporary	Synthesize	explores	and media in which	
technologies.	general	personal and	viewers encounter	
	knowledge.	historical	images that	
	C	definitions of	influence ideas,	
	Develop	art and art's	emotions, and	
	vocabulary	varied	actions.	
	specific to	purposes.		
	visual arts	Emphasis	VA:Re8.1.8a	
	production,	should be	Interpret art by	
	history,	placed on	analyzing how the	
	culture,	•	interaction of	
		examining how aesthetic		
	criticism and	choices	subject matter, characteristics of	
	aesthetics.			
	List	impact the	form and structure,	
	APPENDIX	intended	use of media, art-	
	A.	and/or	making approaches,	
	Recognize	interpreted	and relevant	
	vocabulary	meanings	contextual	
	and use		information	
	fundamental.		contributes to	
			understanding	
	Develop		messages or ideas	
	knowledge of		and mood	
	visual arts		conveyed.	
	styles through			
	performance		VA:Re9.1.8a	
	or exhibition		Create a convincing	
	of unique		and logical	
	works.		argument to support	
	Use		an evaluation of art.	
	knowledge of			
	varied styles		VA:Cn10.1.8a	
	in		Make art	
	performance		collaboratively to	
	or exhibit.		reflect on and	
	Describe and		reinforce positive	
	use		aspects of group	
	knowledge of		identity.	
	a specific		identity.	
	style in		VA:Cn11.1.8a	
	display or		Distinguish	
	art work.			
	art work.		different ways art is	
	Cuanta1		used to represent,	
	Create works		establish, reinforce,	
	of art to:		and reflect group	
	Define an		identity.	
	object			

	Express
	emotion
	Illustrate an
	action
	Relate an
	experience
	Know and
	demonstrate
	how arts can
	communicate
	stories,
	experiences or
	emotions.
	Communicate
	a unifying
	theme or point
	of view
	through a
	work of visual
	art.
	art.
	Develop
	ability to
	explain and
	analyze the
	artwork of
	others and
	things that
	influenced it.
	Identify works
	of other
	artists.
	Describe
	works of other
	artists.
	Explain works
	of other
	artists.
	arusis.
	Downley or
	Develop an
	understanding
	of and
	appreciation
	for the
	necessity of
	practice and
	rehearsal.
	Use
	materials,
	equipment and
<u> </u>	

,
tools
effectively
and safely in
the production
of works of
art.
Explain
Recognize
differences
Know how to
work in
variety
Work well in
selected
space.
Material
storage
Store
materials
properly
property

Resources

National Core Visual Arts Standards Website:

 $\frac{https://www.nationalartsstandards.org/sites/default/files/Visual\%20Arts\%20at\%20at\%20Glance\%20-\%20new\%20copyright\%20info.pdf$

Pennsylvania Department of Education Standards Aligned System Website:

https://www.education.pa.gov/Teachers%20-

%20Administrators/Curriculum/ArtsHumanities/Pages/default.aspx

National Art Education Association youtube explainer video

https://www.youtube.com/watch?v=Mg8hIfWvzLw

Google Slides

Lesson Plans and Templates

Supplies